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Ext. **EXTENSION SERVICE**

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JANUARY 1970



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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A growing audience

When the Smith-Lever Act first charged Extension with giving information to "the people of the United States" about agriculture and home economics, the potential audience was mostly rural. As the years pass and the profile of the American population changes, Extension's services reach people in different walks of life. While not neglecting our rural obligations, we are finding that our expertise is equally beneficial to suburban and urban dwellers.

Congress has recognized this in its funding for the Expanded Food and Nutrition Education Program, which from the beginning has served rural and urban clientele in proportion to the numbers in which they occur in each State. In the 1970 appropriation bill, \$7.5 million of the program's \$30 million appropriation was authorized for use in teaching nutrition to urban youth. States already have found many ways to reach urban and suburban youth with the 4-H idea—in fact, 31.8 percent of today's 4-H'ers come from these areas.

Leading Extension home economists met recently to explore other ways of implementing their programs in urban areas. Even in the field of rural development, for which Extension has been given expanded responsibility (see page 8), we find that "rural" includes all areas except cities of more than 100,000 population.

There is a thin line between farm and city today. Extension has much to offer on both sides of that line.—MAW

by
Don Wishart
Assistant Extension Editor
Iowa State University

'Clover Power' invades Iowa

National 4-H Conference delegates introduced Clover Power to Iowa last spring. Nearly everyone asked "What is it?" Early in Iowa's Clover Power experience there were no easy answers.

Besides the slogan, staff at the National 4-H Foundation had designed a colorful pink and green button to serve as the visual carrier of Clover Power. The new button "grabbed" Iowa 4-H'ers at the Iowa 4-H Conference in June. In 2 days they bought 1,500.

During the summer, Clover Power appeared on 4-H floats, in window displays, and even on the side of a barn—anywhere that members could give people a fresh look at 4-H.

But the answers to "What is it?" were still not clear. Everyone had his own thing with Clover Power; that was part of the "magic." Members weren't really looking for a standard definition, just their own.

Iowa 4-H staff members saw the central exhibit in the 4-H building at the Iowa State Fair as the place to feature the "new look" of the 4-H program.

"We'd had success with the central exhibit before, so we decided to give it a Clover Power face and let it sell the idea," said C. J. Gauger, State 4-H leader. The plan was to use the "walk through" feature of the exhibit and highlight some Clover Power ideas. The first problem was how to communicate to different age levels.



4-H'ers concentrate on a few of the Clover Power posters painted during the fair. The exhibit also featured a "peephole" section to tell the 4-H story.

Glenn Connor, Ames elementary art teacher, and Glen Thompson, Extension recreation specialist, tackled that problem and came up with a very simple solution.

"No one tells a story to a 10-year-old as well as another 10-year-old," said Connor. The two staff members then set up an art session with 4-H'ers 10-13 years old and one with young

people 16 years and older. The only direction the 4-H'ers got was: "Paint what Clover Power means to you." The sessions confirmed the theory that young people did the best job of telling other young people about Clover Power.

"Most of the success we saw in the lab sessions was because kids could express their own ideas," Gauger said. "How could we 'turn on' young people walking through a display?" So he proposed setting up a "do your own thing" art table where members and other fairgoers could put their hand to the canvas and let their ideas come alive.

It worked. The painters had fun, but the results showed some serious thinking as their ideas came through. Some were outstanding:

"Clover Power's a growing thing."

"4-H creates opportunity."

"Clover Power is a look into myself."

"Clover Power is telling it like it is."

"Clover Power is awareness."

"Communication and togetherness and friends and fun and learning and you and me are 4-H."

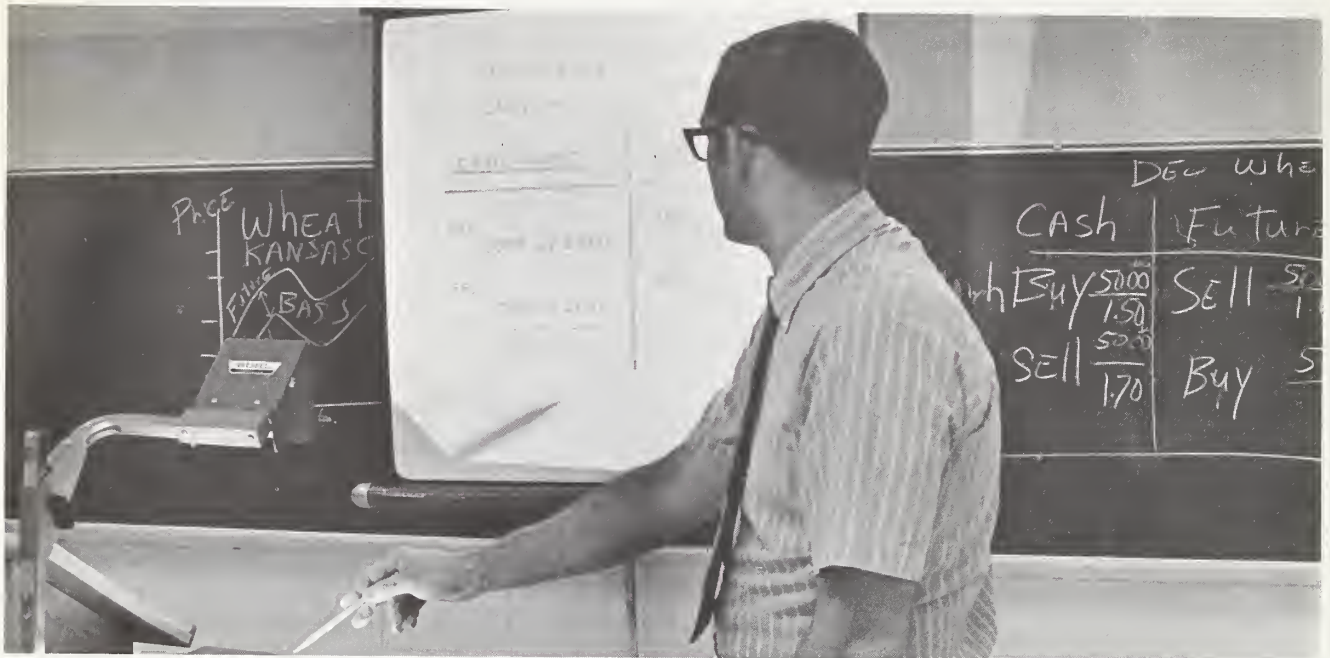
And one on the exhibit itself:

"I always thought 4-H was plastic, but this booth is REAL."

C. J. Gauger summed it up. "We really didn't know what to expect, but after one day we could see the kids grab the idea and go with it. The meaning of Clover Power is still vague, and should be. No one has to accept someone else's definition. It's interesting, though, to see how quickly kids communicate Clover Power to each other.

"It takes a little longer for adults to catch on, and they nearly always have to get the message from a 4-H'er. Clover Power's given Iowa 4-H'ers a rallying point; something that really helps them identify with the new feelings and ideas of today's thinking young person." □

Wheat producers study futures market



During the second session of the wheat marketing short course, William Spencer, Colorado State University Extension economist, discusses the basis—the difference in price between a country point and the nearest terminal price-determining market.

by
Louis E. Stephenson
Extension Editor
Colorado State University

Drought, hailstorms, a longshoremen's strike, or any of a hundred acts of nature or man can affect the wheat market.

Recognizing their vulnerability to the whims of fate, Colorado wheat producers wanted a way to take some of the risk out of the market.

A clue on how to do this was furnished by others in the industry. The more progressive county and terminal elevator operators and the millers use all the tools of marketing, especially the futures market, to give them a marketing edge.

The producers' need for more information about the futures market and hedging became increasingly apparent after a 2-day national wheat pricing seminar at Colorado State University.

This program concentrated on how the price of wheat is determined in the open market. The seminar focused attention on the wheat producer's lack of control over the price of his product.

The national seminar, plus the fact that others were successfully using the futures market to help stabilize

pricing fluctuations, set in motion events leading to a CSU Extension short course on wheat hedging.

Almost before the wheat pricing seminar ended, producers were after Donald G. Knott, Extension agent in Larimer County, for help in using the futures market. And, within the week, Knott was beating on the door of Extension wheat marketing specialist, William P. Spencer, for help in planning and conducting a hedging workshop.

"In setting up our lesson outline," Spencer says, "we decided to teach futures trading from the risk reduction point of view rather than from the speculator's viewpoint."

The short course was divided into three sessions, each a week apart. The first session was devoted to explaining the origin of the Chicago Board of Trade and other boards of trade and the development of futures trading.

The second session included a discussion of the futures contract and how trades in the futures market are conducted. The final session emphasized the farmer's use of the futures market.

Knott accepted the responsibility for promoting the workshop. A newcomer to the county at that time, his first source of interested producers came from a list of names found while cleaning out some files. This list plus the names of those attending the wheat pricing seminar made up the futures workshop mailing list.

Each person on the mailing list received a letter explaining the work-

shop, inviting him to take part in it, and giving details as to date, time, place, and cost. A small charge was made to cover the cost of materials.

Included in the letter was a self-addressed post card to be returned to the Larimer County Extension office. This pre-enrollment card gave the workshop staff an idea of the number of participants to expect and the amount of materials needed.

The task of preparing materials and teaching the course fell to Spencer and to J. Hugh Winn, Extension marketing economist. At about this time, wheat producers in other States were having the same problem. In response to the need, the Federal Extension Service started a program with the Chicago Board of Trade to develop material for teaching futures trading. The CSU specialists relied on this material and also used slides, charts, and handouts they had prepared.

Homework assignments were made at the first session. Each producer was given a commodity to chart during the 3 weeks of the workshop. At the second session the students had their own graphs for the fluctuations and movements of the various prices in the commodity market.

During the second session the concepts of the basis—the difference in price between a country point and the nearest terminal price-determining market—were introduced. Homework for the week included preparing a basis chart from the local country point to the nearest price-determining terminal market.

By the final session producers were ready to consider how they could use the futures market. It was pointed out that futures trading could fix the price of the crop before harvest; fix the price of grain stored for late delivery; fix the cost of feed without having to take immediate delivery; and provide a way to speculate on the price of the crop that was produced but for which storage was not available.

The workshop provided an in-depth look at the futures market. Spencer points out that some of the top producers in a three-State area took advantage of the course. "They were knowledgeable about marketing, they were large producers, and they were looking for better ways to market their crop," he says.

The workshop was followed by an evaluation questionnaire. The questionnaire sought the participants' opinion of the workshop and whether they used the hedging information.

Feedback indicated that the producers valued the information from the short course but were hesitant to try the market. Knott says several of the men continued to keep charts on the market in preparation for deciding whether they would use it as a risk reducing tool.

One producer summed up the feelings of most when he wrote, "I've been keeping a chart on the market and only wish I had used the futures market. I would have saved some money. I just didn't have the guts to try it." □

- cooperation
- planning
- publicity

Keys to a successful demonstration

by
John E. Rydel
County Extension Director
and
J. Clayton Herman
Assistant Extension Editor
Iowa State University

Combined efforts of the Cooperative Extension Service, community leaders, and industry personnel attracted 15,000 visitors to a minimum tillage planting and harvesting demonstration in southwestern Iowa.

Community leader Joe O'Hara provided the host farm for the demonstration. Shenandoah area businessmen and farmers, Page County USDA agencies, local farm equipment companies, material suppliers, and area news media all pitched in to help make the program successful.

The program goal was simple: to demonstrate various minimum tillage methods of growing corn.

The object of minimum tillage is to cut production costs and to reduce erosion. But there is much confusion throughout the Corn Belt as to what minimum tillage practices work best in a given area. It was reasoned that a demonstration of available minimum tillage machines might resolve some of the confusion.

The planting demonstration was April 24, a warm spring day. Seventeen equipment companies planted 87 acres of corn by 21 different methods in 3-acre plots. Area oldtimers said we were planting corn a month ahead of time, but 2,000 persons watched the demonstration.

Another 10,000 observed growth

and development of the corn during the growing season. Grassed driveways around all plots let visitors drive through the entire demonstration field without leaving the car. The driveways were so heavily traveled, the grass never grew. Signs at each plot identified the planting method.

Corn harvest day on October 9 brought in 3,000 spectators who witnessed nine harvesting machines and five grain driers handle 11,000 bushels of corn.

Ample subsoil moisture at planting plus nearly 30 inches of rainfall from planting to maturity produced an average yield of 127 bushels an acre.

No minimum tillage method proved superior. The demonstration showed that any corn planting method can produce profitable yields if the system is used as it is designed to be used.

Yield results gave a 7-bushel advantage for plowing compared with minimum tillage planting methods. But there was more erosion with plowing, and higher costs of ground preparation offset the yield advantage. Regardless of planting method, 30-inch rows yielded 3 bushels more than 36-, 38-, or 40-inch rows.

This story does not end with the harvest. Sets of 2x2 slides record the field day preparation, planting, growing, harvesting, and storing of the



corn. Who knows what the total audience contact will be when you add those who will see the slides?

Only time will tell how soon farmers switch from conventional corn planting methods to minimum tillage methods. But we know that at least 15,000 have been exposed to minimum tillage methods.

Exactly what made this demonstration so successful?

For one thing, the topic was vitally interesting to a large number of people. The cooperative effort of all

At right, the sign goes up at the Joe O'Hara farm to mark the spot of the minimum tillage demonstration which attracted 15,000 persons.



Seeing is believing. An FFA member, left, checks to see where the kernels were dropped. Above, Harvey Hirning, Iowa State University Extension agricultural engineer, reports results to the 3,000 persons at the minimum tillage harvest day.



involved capitalized on this interest. Probably more important, long range planning began 16 months before the event.

The idea of conducting the demonstration was born in January 1968 at a southwest Iowa area Extension program planning conference. Because of soil erosion losses and machine cost of conventional corn production practices, the staff believed such a demonstration was needed.

Contacts with Jack Gowing, farm director of the local radio station, KMA, confirmed his interest in such a program and his willing assistance.

Gowing and Extension staff members attended a minimum tillage demonstration in northwestern Iowa in the spring of 1968 to get ideas.

Dale Hull, Iowa State University Extension agricultural engineer, contacted minimum tillage equipment companies to alert them to the interest in a proposed minimum tillage demonstration in 1969 in southwestern Iowa.

A central planning committee for the event was named in September 1968. This committee was composed of Shenandoah businessmen and farmers, with the Page County Extension Director as chairman.

Committee members assumed responsibility for fuel, insecticides, herbicides, fertilizer, registration, plot layout, public relations, electrical needs, restrooms, crowd management, police and traffic control, airport taxi service, food, sign construction, telephone service, finances, and publicity. The committee also selected the farm for the event.

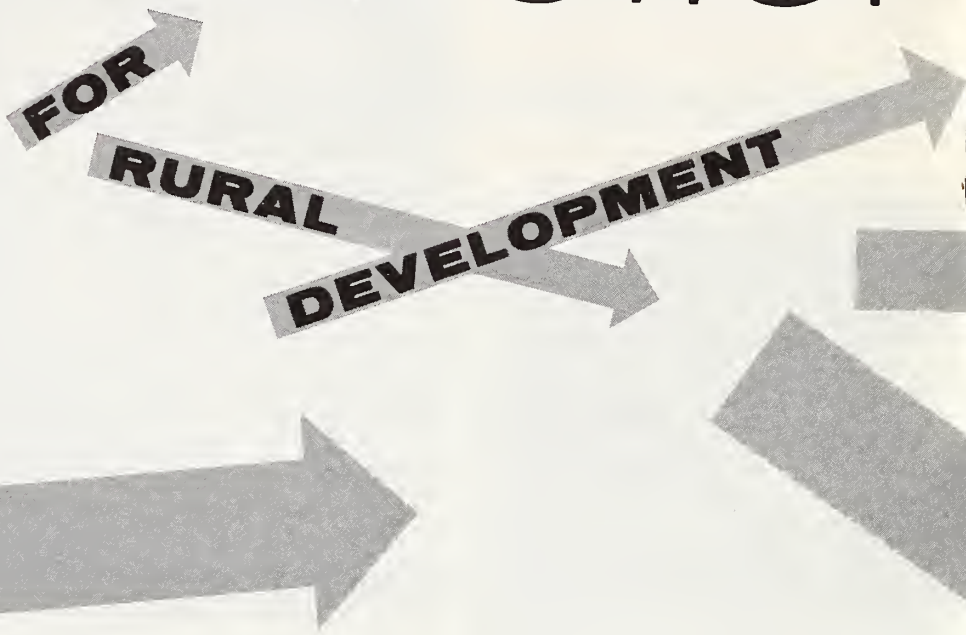
In December 1968 the central committee met with local equipment company representatives and with Iowa State University Extension personnel to plan for the field day.

Each equipment company selected its own planting system. But all used a uniform rate of fertilization. Application rates for insecticides and herbicides were based on Iowa State University suggestions. An aerial application during the growing season controlled first-brood corn borers. The corn was cultivated once in mid-June when knee high.

Gowing made weekly radio reports on the crop's progress. Area newspaper reporting also maintained interest in the demonstration. And area people were just plain anxious to find out the results of early planting at a high population, adequate fertilization, use of herbicides and insecticides, and of the various tillage methods.

This success story is a result of industry and Extension working and planning together with a common goal. And as a result of this success, two nearby States are interested in sponsoring minimum tillage demonstrations in 1970. □

NEW DIRECTION



by
William V. Neely
*Program Leader, Resource Development
Federal Extension Service*

Recent policy announcements by President Nixon and Secretary of Agriculture Hardin have an impact on Extension's future program direction.

The creation of the Rural Affairs Council at the Cabinet level is an indication of the high priority the President puts on the problems and opportunities of rural America. At the first meeting of the council, rural development and rural America were defined. "Rural development" is not to be identified as a farm program but as a concerted effort in making rural America a better place to live. "Rural" was defined as those areas outside of metropolitan places of 100,000 or more in population.

Problems of rural America were

pin-pointed by the council as being: (1) the bewildering dilemma in overlapping district jurisdictions in rural areas, (2) the great need for housing and facilities in rural areas, (3) the special needs rural settings give to various family maintenance and assistance programs, and (4) the particular needs rural communities have in education, manpower development, and industrial development.

Secretary Hardin's memorandum No. 1667 spells out the goals of the Department and some steps in the implementation of actions to meet those goals. The goals as stated are: "to utilize our existing authorities to provide more jobs and income opportunities, improve rural living condi-

tions, and enrich the cultural life of rural America."

The Secretary's memorandum further states that "most details of the process should be left to local determination. The approach of the Department is to assist people to help themselves. For those activities in which the Department has expertise and responsibility, it will provide direct services to communities and individuals. For activities beyond the Department's purview, the Department can serve as communicator and catalyst. However, development is the primary responsibility of the local people."

In setting guides to implementation of the policy to reach the stated

IS



will help the Department and Extension personnel more effectively carry out their rural development responsibilities.

At the State level there is to be a USDA committee for Rural Development. The basic agencies at the State level will also include representatives from the Farmers Home Administration, Rural Electrification Administration, Soil Conservation Service, Forest Service, and the State Cooperative Extension Service.

This group will initially be convened by the Cooperative Extension Service. However, it will elect its own officers, develop its own operating procedures, and enlarge its membership as it sees fit. This committee will work closely with State governments and local people in support of State and local comprehensive planning and development.

The full range of the land-grant university expertise is expected to be brought to bear in providing technical and educational assistance to State and local groups. The State Cooperative Extension Service will extend the university and other available resources through its educational and planning programs with governmental and private organizations.

The State Committee will develop an annual plan of operation. However, reporting will be done by each agency's representative through his own agency Administrator.

The State Committee will decide on the kind of rural development organization to be established at the local level. Regardless of the organizational structure the State determines, local USDA professional personnel, including Extension, are expected to support, guide, and provide technical and other assistance to local individuals and groups in carrying out their development plans.

Development is recognized to be the responsibility of local organizational groups and leaders. Governmental agencies only provide programs and services that can implement such development.

Secretary Hardin, in his remarks at the recent meeting of the National Association of State Universities and Land-Grant Colleges, said of the State universities and especially the Cooperative Extension Service:

"The institutions represented here have long experience in working effectively with people in the private sector and with people in Government at all levels. You have great competence in many areas, and you enjoy the well-earned confidence of the public. And this is why we call on you now to accept a position of leadership and to lend your efforts and know-how toward a mobilization of the people and the resources of rural America."

This is the policy concerning rural development. The Extension Service is being looked upon to take the leadership in educational and technical coordination at the State and local levels. The emphasis is being put on development from these levels rather than from the Federal Government.

This policy and program direction is unique in that there are no new Federal programs, there are no new administrative agencies, and there will be only a few additional resources.

When the Rural Affairs Council met, it was confronted with the question "How can the problems of rural America be solved using our present programs and resources?"

This is the challenge. Since Extension has long enjoyed the position of educational leadership in rural areas, and since there will be no major reorganization or added resources, it is only natural that the local people turn to Extension and the land-grant university for educational and technical assistance in rural development.

Will this policy cause a change in Extension organization or its role in the community? The answer to this question lies in each State Extension and county Extension office. However, it does call for renewed effort in involvement in rural affairs above and beyond agricultural programs. □

goals, the Secretary has established a Departmental Rural Development Committee. This committee is charged with developing Departmental policies, programs, and priorities and will coordinate agency action on matters pertaining to rural development.

The Assistant Secretary for Rural Development and Conservation will chair this committee. The membership consists of Administrators and Deputies of the Forest Service, Soil Conservation Service, Farmers Home Administration, Federal Extension Service, Rural Electrification Administration, and other members as the Secretary may designate.

Among the charges of the committee will be suggested training which

"Elsie, do you really mean that I can cancel a signed contract?"

This question came from a neighborhood leader in a classroom 100 miles from Extension Family Economics Specialist Dr. Elsie Fetterman, who was in front of a TV camera at the University of Connecticut.

The question and answer were heard by 166 others at six locations.

Such invited "interruptions" were typical during an eight-session leadership training series in consumer credit and Connecticut consumer laws. The medium was closed circuit television with "talk back" facilities.

The participants represented 40 agencies. The only requirement was a willingness to teach others—formally or informally—what they learned.

The 167 neighborhood leaders indicated they would reach 15,000 families in Connecticut: 11,000 English speaking, 4,000 Spanish speaking. Of the leaders, 71 were black, 24 were Puerto Rican, and 72 were white.

The stimulus for the series was a pilot closed circuit TV program in 1968 for paraprofessional leaders in low-income neighborhoods. Evaluation of that program indicated the need for programs on credit and consumer laws.

Extension home economists from the county staffs agreed to help with the new series at each University branch.

In spring 1968, tentative arrangements were made with the University branches and the campus Radio-TV Center. Early scheduling is vital.

Leaders learn by closed circuit TV

by
Arland R. Meade
Extension Editor
University of Connecticut



Neighborhood leaders at a University branch classroom give rapt attention to Elsie Fetterman on the TV screen.

An exploratory meeting in November 1968 included representatives from Extension, the Connecticut Council on Human Rights and Opportunities, Community Action Agencies, Homemaker Health Care Aides, and neighborhood workers.

The series, they decided, should have four sessions on Connecticut consumer laws and four on basic concepts of consumer credit. The closed circuit TV lessons would be beamed from the main University campus to classrooms at six locations, including all five University branches.

The group urged that materials also be prepared in Spanish, since Connecticut has more than 100,000 Spanish-speaking people.

The Connecticut Commission on Aid to Higher Education awarded the project a grant of \$12,179.50 from funds under Title I of the Higher Education Act of 1965 and the System of State-Supported Community Service Programs. Total cost of the series was about \$40,000-\$50,000.

During the 6 weeks between the date of funding and the date of the first lesson (March 6, 1969), plans were feverishly completed for program content, visuals, written materials, and securing personnel.

Preliminary preparation for the series actually had begun long before. In spite of this, the final 6-week period did not allow enough time to prepare and print materials for the community leaders to use as each segment was presented.

Recruiting participants was not easy, because some of the University branches are not conveniently located for people of inner-city areas. One branch, however, had twice as many applicants as it had room for.

The social agencies involved in the planning were enthusiastic about the series, as were other groups contacted. Extension home economists sent letters to agencies with whom they worked, contacted new ones, received suggestions from the University, and also resorted to the telephone book.



Dr. Fetterman has a relaxed "on-camera" talk with George Foster-Bey, director of consumer education and protection with Hartford's Community Renewal Team.

All the agencies which had sent neighborhood leaders to the 1968 pilot program received letters.

Followup letters with return registration cards were sent as the program dates approached. The county agents, Dr. Fetterman, and a specially hired part-time coordinator spent many hours on the telephone.

News releases went to all daily and weekly papers in Connecticut. Attendance was open to the public, as long as the participants agreed to teach others.

For each program, every participant received a bound, illustrated flip chart as a teaching aid. Illustrations on these and other materials depicted various ethnic groups. All materials were printed in Spanish as well as English.

The material on the flip cards was mimeographed for distribution at the appropriate sessions. The printed chart sets were not ready until later

—a case for much more lead time in preparation of materials.

Handout leaflets for the four lessons on basic concepts of consumer credit were Federal Extension Service publications on credit. The TV presentations and flip charts coordinated closely with these.

The leaflets for the program on credit cards and the programs on Connecticut consumer laws (Door to Door Selling, Garnishment, Truth in Lending, and Debt Pooling) were written by Dr. Fetterman.

The publications were a key factor in the program's success. They were demonstrated as a teaching device to be used with families. Participants' evaluations reveal that the leaflets are being used and are written satisfactorily for inner-city consumption.

Participants felt at home with learning via TV. They expressed their views and asked questions without hesitation. The questions indicated that the audience had a vital acquaintance with the credit problems of low-income families.

Dr. Fetterman felt that the participants in the closed circuit TV program would benefit immensely from a wrap-up and recognition day at the main campus.

Guests invited to this on-campus completion session included all the resource people who had been part of the TV presentations. On display were exhibits of all the publications used and the content of each lesson. The pupils toured the TV Center.

Perhaps the most significant part of the event was the presentation of completion certificates by University President Homer D. Babbidge, Jr., with Dr. Fetterman at his side.

The participants' unabashed comments to Dr. Babbidge showed heartfelt enthusiasm and gratitude; Dr. Fetterman ("Elsie" to all her pupils) often received a hug and show of emotion with the thank-you.

The support of other University departments and divisions made the project possible, since Extension alone

lacked money and staff for all activities. Although the program was clearly Extension-originated, due credit was given at various times to the others involved.

Valuable help also came from the field coordinator, Mrs. Marilyn Gunther. She contacted agencies throughout the State, helped the county coordinators get necessary materials, acted as general trouble shooter, was responsible for some evaluations of the program, and prepared the pretest and the participant evaluation form. She also conducted one branch meeting, visited five of the branches during the program, and taught one session via TV.

One conclusion from this project surely is that no one should expect to have Extension TV shows on top of regular duties. A tired but gratified Elsie Fetterman concurs. □

OBJECTIVES

For Families

- to learn to use credit wisely.
- to know the laws protecting users of credit.

For Community Leaders

- to learn more about credit in order to help families use it better.
- to learn to use visuals and other teaching aids.
- to learn about local sources of information about credit.
- to exchange ideas with other community leaders.

For Home Economics Extension

- to explore the use of closed-circuit TV in reaching community leaders.
- to increase communications between community leaders and Extension home economists.

4-H'ers improve communications skills

A week of summer 4-H camp devoted to better communications techniques has found a home. At least that's the story from the 4-H staff at the University of Georgia.

For a number of years, the Southern Bell Telephone and Telegraph Company sponsored a week-long 4-H forestry camp each summer. Three years ago, telephone company officials asked the 4-H staff to consider developing a camping program in which boys and girls could improve their communications skills.

Now, after two successful communications camps, the 4-H'ers, the 4-H staff, and the telephone company officials agree—the 4-H communications camp plays a vital role in helping boys and girls develop into better and more articulate citizens.

Operating one week in 1968 and one week in 1969, the camp program has already reached nearly 300 boys and girls directly. Those reached indirectly may represent an even greater number.

Harold Darden, associate State 4-H leader, explained the purpose of the camp: "For participants to become aware of the importance of communications in the development of peoples and to better understand themselves and other people in order to become effective in bringing about desirable change."

Some of the specific objectives of the workshop-type camp are:

—To examine how people learn and respond to new ideas and to ex-



Through group recreation, above, campers put some of the communications theories into action. At right, James B. Harris, Extension training specialist, talks about group processes, human motivation, and blocks to communications.

plore ways of attracting and holding the attention of listeners, readers, and audiences.

—To examine reasons why people often resist new ideas and to learn some approaches that stimulate desire for change.

—To examine the processes of joint action by groups to achieve objectives and ways of using these understandings in work situations.

Darden called on the information, education, and supervisory departments of the Extension Service to teach the eight major class topics. Special instruction sessions were designed to stimulate the campers to investigate the more advanced communications techniques. These were

taught by representatives from the telephone company.

Class topics offer some insight into the methods used to accomplish the objectives of the camp. They included the learning process, the communications process, oral communications, written communications, group process, human motivation, blocks to communication, visual communications, and the "tuned out generation".

In addition to these classroom sessions, the teen communicators saw

by
Donald J. Johnson
Extension Editor—News
University of Georgia



film productions such as "Beyond All Barriers," "Production 5118" and "Gateways to the Mind." "Sounds of Yesterday and Today" and "Communications with Computers" were special presentations by employees of the telephone company.

Not all the camp was class oriented, of course. Plenty of time was built into the schedule for recreation, visiting, good food, and just having fun.

Participants for the special camp were selected on an application basis.

They came from each of the six Extension districts in the State.

The first communications camp in Georgia was held at the Rock Eagle 4-H Club Center near Eatonton. Last year's camp was conducted at one of the smaller 4-H camp sites in the North Georgia Mountains near Dahlonega.

Darden said evaluation forms were mailed to the camp participants soon after they returned home from the week-long experience. They were

asked to be frank in their responses. And since no signature was required, most of the teen communicators told it like it is.

Among other things, the 4-H'ers were asked to rate each session according to its value to the campers. An excellent-good-fair-poor scale was used. In addition, the campers were asked to give their opinions on which sessions should be eliminated.

Response to these and other evaluation questions is helping the 4-H staff to see the camp through the eyes of the campers and to decide what topics to offer next year.

In general the campers were receptive to the subject matter offered. Every topic had its following. Request for more time on a given class topic ranged from three on one topic to 51 on another.

Topics which the campers indicated they wanted to see added to the communications workshop sessions include: job interviews, social graces related to communications, conversation topics, and current events.

Additional evidence of the success of the camp can be seen in the letters some of the 4-H'ers sent to the instructors and the camp sponsor. One girl had this to say. "Each and every class had something to offer us and to help us in our 4-H work. I especially enjoyed the time we talked with the computer. I was amazed."

In her letter to the general manager of the telephone company, another girl had this to say, "Many adults don't realize how much 4-H Club work means to us. If I can ever help you explain more about 4-H work, please feel free to call on me."

From talking to computers and seeing communications movies, to learning how to write and speak clearly, the 4-H'ers had a crack at becoming better communicators.

"It will be interesting for us to follow these boys and girls as they continue to grow and mature and see if we can see how they put into practice the communications techniques they learned at 4-H communications camp," Darden said. □

"It's wonderful, just wonderful. I never thought I could have a house this nice."

These were the words of James Raeford as he showed visitors through his neat, 3-bedroom home in Davidson, North Carolina.

The Raefords and 30 other families now have homes of their own because of a unique local effort to help families with a modest income obtain better housing.

Civic and business leaders in this college town of 1,700 have formed a non-profit corporation, which provides homesites at cost for poorly housed families. Motivating the poorly housed and helping them take advantage of the program is the job of the Extension Service. So successful and so practical is this effort that several other Tar Heel communities are thinking of something similar.

The idea of providing homesites for local families originated with the Mayor's Community Relations Committee, headed by H. B. Naramore, president of a fabric company.

"Many of our citizens, especially our Negro citizens, needed better houses," Naramore explained. "Financing, which had not been available to them in the past, was becoming available through new lending programs of the Farmers Home Administration.

"The big problem," Naramore continued, "was homesites."

Thus, a non-profit corporation was formed to tackle the problem. The corporation purchased a 31-acre farm for \$19,100 and divided the land into 70 lots of 75 by 150 feet each.

"We figure that the land cost us about \$300 per lot," Naramore explained. "We spent another \$700 per lot for streets, utilities, and rough grading."

The total cost, therefore, was \$1,000 per lot, which was also the price to purchasers.

The 30 homes built so far—many others are planned—range in price from \$9,000 to \$13,000. All were

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Cooperation for better housing

financed by the Farmers Home Administration.

The annual income of these 30 families ranges from \$4,000 to \$7,500, and "only two of them had previously lived in a decent house," according to Mecklenburg County FHA Supervisor Ira Raper.

Naramore credits the success of the Davidson project to "a dedicated organizing group and serious home purchasers."

"A lot of people will go for pie in the sky," he commented. "Getting people to put their money on the line is what counts."

Motivating eligible people and getting them to "put their money on the line" has been the job of the Cooperative Extension Service. Extension agents, especially David Waymer, are helping convince needy families that they can live in something better than a rented shanty.

Extension agents have also worked with families in selecting the best house plan for their needs and pocket-book. Twenty-seven of the 30 families have selected plans developed at North Carolina State University by Extension Engineer W. C. Warrick.

Educational meetings on housing were held by Extension agent David B. Waymer to teach the following housing objectives. They range, Waymer says, "from house plan selection to landscaping the homesite."

—*Plot Planning.* To provide for (a) convenient access to and circula-

tion around the dwelling (b) adequate natural light and ventilation of rooms (c) reasonable privacy for each living unit, (d) utilization of plot for laundry, drying, gardens, landscaping, and outdoor living.

—*Building Planning.* To provide for healthful environment and complete living facilities arranged and equipped to assure suitable and desirable living conditions commensurate with the type and quality of the property under consideration.

—*Space Standards.* To help home builders become aware of the living unit space necessary to assure suitable living, sleeping, cooking, and dining accommodations; and adequate storage, laundry, and sanitary facilities. To help them plan space to permit placement of furniture and essential equipment.

—*Materials and Products.* To insure that material installed will provide the dwelling (a) adequate structure strength, (b) adequate resistance to weather and moisture, and (c) reasonable durability and economy of maintenance.

—*Construction.* To assure that the dwelling will provide (a) adequate structure strength and rigidity, (b) adequate protection from corrosion, decay, insects, and other destructive forces, (c) reasonable durability and economy of maintenance and (d) an acceptable quality of workmanship.

—*Exterior and Interior Finishes.* To insure that the dwelling will pro-

vide construction which will prevent entrance or penetration of moisture and weather.

—*Mechanical Equipment.* To provide equipment to insure (a) safety of operation, (b) protection from moisture and corrosion, (c) reasonable durability and economy of maintenance, and (d) adequate capacity for its intended use.

—*Lot Improvements.* To assure lot improvements which provide (a) suitable access from the street, (b) immediate diversion of water away from the buildings and assured disposal of water from lot, and (c) convenient arrangement of trees and shrubbery and the establishment of a lawn.

—*Home Economics.* Homemakers of the Lakeside area have been involved in many areas of homemaking education. Three workshops were held in which homemakers learned how to make draperies for their homes. These leaders then assisted other homemakers in selecting and constructing window accessories. The home economics

agent assisted and trained homemakers in selecting suitable color schemes and hanging pictures. Homemakers also learned to select and make craft items.

Monthly demonstrations on general homemaking interests are conducted by the home economics agent or by trained Extension homemaker club leaders. These lessons often result in further requests by residents to the Extension home economist and often lead to practical application of the lessons in the new homes.

Naramore calls the success of the development "heartwarming." "It now looks as if all 70 lots will be purchased sooner than we expected," he added.

Davidson College, the town's main business, has purchased several of the lots for employees. Most of the people who now live in the development do service work at the college.

"Three or four more communities in Mecklenburg are interested in similar developments," Waymer said. "But we need 10 more," he added. □



Several homeowners, including James Rae Ford, above right, are conducting landscaping demonstrations with the help of County Agent David Waymer. At left, 2-year-old Everette Reid plays in front of the Reid home, which was built from an Extension plan.





A time of building

The decade just ended was often referred to as the "Turbulent Sixties". This term invariably cropped up in reference to controversial events and actions—student unrest, civil rights, U.S. involvement in Vietnam, and others.

Other turbulence didn't catch the headlines, however, because it was less controversial. It centered on identification of needs, opportunities, and priorities; development of new methods to deal with these opportunities; and a search for ways to acquire, combine, and use resources for the greatest public good.

This quieter turbulence provided Extension with a broader base of support and confidence and a better equipped tool chest to deal with its opportunities than ever before. As a result, there is a growing interest in and dependence on Extension to help meet critical national needs. This broader base of confidence and support is derived from public agencies, private industry, and institutions of education.

Many cooperative efforts with other Government agencies got underway in the sixties. Many efforts initiated earlier were strengthened. Some of the major cooperative ventures include the sea grant program with the National Science Foundation; fish and wildlife education and work with Indians through the Interior Department; manpower training through the Labor Department; education for tenants of public housing with the Department of Housing and Urban Development; various contracts with the Office of Economic Opportunity; Title I projects with the Department of Health, Education, and Welfare; technical services with Commerce; and cooperation with the Bureau of Narcotics.

Groundwork laid over many years culminated in significant actions and cooperation from private industry. Perhaps one of the most significant achievements occurred with one of our primary audiences—commercial farmers. Initiation of major programs and program improvements in the beef, sheep, swine, and dairy industries is a result of improved cooperation between various segments of the industries, and between the industries and Extension.

Extension ended the decade with a greatly expanded responsibility in the Agriculture Department's rural development efforts. The total rural development effort received new impetus from the recognition that many of the problems of rural people and of people in urban ghettos are just two aspects of the same problem.

Extension's expanded food and nutrition effort largely grew out of the recognition that the Nation has a responsibility to see that the malnourished receive a more adequate supply of food, and that malnutrition often is related to a lack of knowledge as well as to a lack of food.

The 1960's also witnessed a growing cooperation between Extension and other agencies of the Department of Agriculture, such as the Regional Utilization laboratories, USDA research staff, and the Economic Research Service. Programs involved in this cooperation included plant pest control and regulation, the emerging field of pollution in its broadest aspects, and national and regional outlook conferences.

Land-grant universities are looking more and more to Extension to help them meet their total off-campus responsibilities. Also, cooperative endeavors between Extension and other colleges and universities are becoming more common.

Significant progress was noted during the 1960's in identifying audiences and developing programs for their special needs. One of the most important achievements in this area was the adoption of the area agent and specialist concept.

In addition, we gave a new twist to the demonstration. The demonstration to show value of a single practice on a single enterprise is an old tool. Now greater and greater use is made of the whole farm demonstration and the all-practice demonstration. They're catching on rapidly and are applicable to both commercial farms and to low-income farms with the potential for becoming profitable commercial operations.

Extension drew on its successful use of volunteer leaders to develop a new level of Extension worker—the non-professional aide. Most aides work with the Expanded Food and Nutrition Education Program, but they also have proven effective in pilot projects with low-income farmers and with youth from low-income homes.

The effectiveness of television as an educational medium was also proven in the 1960's along with new techniques for older forms of electronic communications. The potential for extending the capabilities of Extension in this manner is great, and plans for much wider use are already well advanced.

We enter the 1970's with more resources and support, more cooperation, more effective techniques, and more opportunity to serve than ever before. What more can we ask? WJW